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ABSTRACT

This competency test package was developed, based on the results of a needs assessment of postsecondary office occupations instructors in Texas, to test transcription competencies taught in audiovisual instructional modules. However, the tests, accompanied by performance objectives, are of a general nature and could be used to evaluate competency of any instructional method in the area of developing and improving transcription skills. The competency test package includes a list of performance objectives; a pool of objective questions matched with these performance objectives; a sample, 50-point objective test; and several performance test activities. The package also includes complete directions for the student and the instructor, plus answer keys and a guide for evaluating the tests. A section on administering the tests to handicapped students is also included. (KC)

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DEVELOPING AND IMPROVING TRANSCRIPTION SKILLS

Competency Test Package

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DEVELOPING AND IMPROVING TRANSCRIPTION SKILLS

Competency Test Package

Prepared by Donna Hines

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DEVELOPING AND IMPROVING TRANSCRIPTION SKILLS

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Bill Barnes, Ph.D., Director
Occupational Curriculum Laboratory

INTRODUCTION

This competency test package was developed as a result of a proposal funded by the Texas Education Agency to the Occupational Curriculum Laboratory at East Texas State University. Based on the results of a needs assessment of selected postsecondary office occupations instructors from across the state, this and several other tests have been developed to test competencies taught in audiovisual instructional modules previously developed by the Occupational Curriculum Laboratory. However, the tests, accompanied by performance objectives, are of a general nature and could be used to evaluate competency of any instructional method in this specific subject area.

Evaluation is most successful when objectives are clearly stated in advance of a learning experience and should be used to measure students' attainment of those specific objectives. Competency tests allow teachers to make a judgment about student progress in relation to a pre-determined standard. These standards should reflect those established by the business community for entry level employees. It is important that students understand the criteria that are used to evaluate their competency in a given subject area.

Therefore, materials in the audiovisual modules, as well as the competency test packages, have been developed with student needs and interests in mind. They are designed with flexibility for use as supplementary or primary teaching aids in many of the office occupations classes. As a result, the students should find the material practical and job-related.

Each competency test package includes a list of performance objectives; a pool of objective questions matched with these performance objectives; a sample, 50-point objective test; and several performance test activities. The package also includes complete directions for the student and the instructor, plus answer keys and a guide for evaluating the tests.

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ADMINISTERING COMPETENCY TESTS

TO

SPECIAL NEEDS STUDENTS

Within the wide range of special needs students, fall the physically and mentally handicapped, disadvantaged, and limited English proficient students. These individuals should be viewed on the basis of their potential contributions to the world of work, not on their limiting factors. In considering these students for vocational training, however, it is important to remember the factors that may make a job inaccessible or difficult to perform. Often these difficulties can be overcome or eliminated through modifications in the training program. Performance standards should not be reduced, but rather the student's potential ability should be realistically identified and carefully matched to attainable employment opportunities.

Federal law states that employers must make reasonable efforts to accommodate a worker's handicap (Sections 503 and 504 of the 1973 Rehabilitation Act, P.L. 93-112). The 1976 Education Amendment to the Vocational Education Act (P.L. 94-482) mandates the provision for appropriate vocational training for all special needs students and stresses program and facility accessibility to them. It is therefore important that office education teachers have a basic understanding of special needs students and the problems that may be encountered when working with them.

Much literature has been printed on this topic. Two resources are published by the Occupational Curriculum Laboratory: The Vocational Assessment of Students with Special Needs and Special Needs Adaptations for Office Education Teachers. The latter book describes, in depth, students who are hearing impaired, mentally retarded, physically impaired,and visually handicapped. This handbook also suggests methods for adapting lesson materials to students with any of these handicaps.

This criterion-based test is an excellent means for measuring the competencies of special needs students because their performance is not compared with their "normal" peers. Rather, each student, whether special needs or not, is evaluated in relation to competencies necessary to perform tasks common in the world of work. If necessary, however, these materials can be adapted for special needs students. For example, test materials may be reproduced in large print or questions given orally or recorded for visually impaired students. Additional time to complete answers may be necessary for mentally or physically impaired students and disadvantaged students who are one or more academic grade levels behind. The reading level of questions may also need to be readjusted for the learning disabled, disadvantaged, and limited English proficient students. A translation of the test materials into a student's native language may also be necessary. Hearing impaired students should not have difficulty with this test, as long as directions are clearly explained and/or given in writing. The flexibility of these test materials gives teachers opportunites to adapt evaluation measures to special needs students.

DEVELOPING AND IMPROVING TRANSCRIPTION SKILLS

INSTRUCTOR'S GUIDE
GENERAL INSTRUCTIONS

This competency test package is coordinated with the slide/tape module,

DEVELOPING AND IMPROVING TRANSCRIPTION SKILLS.

The package offers the instructor flexibility of test design to meet the individual needs of instructors and students.

Uses for Competency Tests

1. Pre-Test:

   Materials in this competency test package may be used to pre-test students in this subject area. If a satisfactory level of mastery is demonstrated, no instruction is necessary, and students may pass to a higher level of instruction. Otherwise, the students would proceed with the planned schedule of instruction.

2. Individualized Instruction:

   The slide/tape package, with its accompanying competency test, may be used for individualized instruction. After brief directions from the instructor, the student views the slide/tape presentation, completes the activity packet, and is then ready for the competency test. If test results show a weakness in an area, the student should review that portion of the slide/tape presentation and retake the test. This method, plus extra help from the teacher or a tutor, would be ideal for instructing special needs students. They could progress at a rate that meets their individual needs.

3. Group Instruction:

   The slide/tape package may be used as a supplement to a regular curriculum for group instruction. After viewing the slide/tape presentation, participating in classroom discussion, and completing the student activity packet, the student should be able to demonstrate proficiency in items listed in the performance objectives. The competency test can be used to measure students' progress toward meeting those objectives.

4. Remedial Instruction:

   Students in advanced classes who demonstrate a poor understanding of the subject matter may need remedial help. Competency tests in basic skills may be administered to diagnose the problem area(s). For example, students in word processing classes who lack basic English usage skills could take the competency test in this area to locate the deficiency. Once identified, remedial instruction could be initiated.

5. Employment Screening:

   This test material would be useful to employers for screening prospective employees for competency in this subject area. The test could be an effective tool in comparing skills of applicants and/or evaluating the applicant's training if the program is unfamiliar to the employer. Skills of applicants with work experience, but no formal training, could be measured to determine their comprehensive understanding of the subject.

Competency Test Resources

1. List of performance objectives
2. Pool of true-false, multiple choice, fill-in-the-blank, and matching questions for each performance objective
3. Sample, 50-point objective test compiled from this pool of questions that may be easily reproduced and used in a group or individual setting
4. Performance test activities that challenge the student to put the learned skill into practical application
5. Answer keys and a checklist for evaluating the test competencies
6. Color-coded materials for convenience in locating components:

BROWN - performance objectives	PERFORMANCE OBJECTIVES
GREEN - pool of objective questions	OBJECTIVE QUESTIONS
YELLOW - sample objective test	OBJECTIVE TEST
BLUE - performance test situations	PERFORMANCE TEST
PINK - answer keys	ANSWER KEY

DEVELOPING AND IMPROVING TRANSCRIPTION SKILLS

INSTRUCTOR'S GUIDE
SPECIFIC INSTRUCTIONS

Getting Ready to Test

The instructor should review the list of performance objectives to be certain instruction has been offered for each objective. A review session should be scheduled if needed. After instruction has been completed (either teacher-prepared or the slide/tape package), students will be ready for the competency test, which should include an objective and a performance test.

Preparing the Test

The instructor may choose to use the prepared, 50-point sample objective test or develop an orginal test from the pool of questions for each performance objective. After determining which test materials to use, the instructor will prepare and reproduce a sufficient number of copies for the students. A copy of the mailability criteria should be provided for each student.

For the performance test activities, a cassette tape is provided with dictated material for shorthand and machine dictation. It is suggested that the instructor make several duplicate tapes for student use and retain the original as a master. Side one, shorthand, includes three, 3-minute takes at 60, 80, 100, and 120 wpm; side two has machine dictation material for twelve documents of increasing difficulty. After evaluating the student's training and ability, the instructor should assign dictated material appropriate to the student's skill level. For evaluation of shorthand proficiency, a suggested performance test might include the following four takes: one at one level below, two at the current level, and one at one level above the student's current speed. For machine dictation a suggested performance test would include two to four documents of varying degrees of difficulty.

Prerequisite Skills

This material is designed to test proficiency of students who have completed training in dictation/transcription skills (shorthand and/or machine dictation) at the secondary and/or postsecondary level. A shorthand speed of not less than 60 wpm is recommended. To satisfactorily complete this competency test, the student will also need accurate typing skills and a knowledge of basic letter styles which are not taught in this slide/tape presentation.

Needed Equipment and Supplies

In addition to the test materials, the student will need a shorthand pad, a sufficient number of copies of the provided stationery, supplies for making neat corrections, and access to a typewriter, tape player, and/or machine dictation equipment.

Administering the Test in a Group or Individual Setting

1. Prepare and/or collect the test forms, supplies, and necessary equipment.

2. Prepare the room with adequate seating, sufficiently spaced to maintain control.

3. Provide a well-lighted place for each student, with adequate supplies, equipment, and workspace that is free from distractions.

4. Allow sufficient time to administer the test. The objective and performance tests need to be scheduled during different class periods.

5. Distribute and explain the criteria for mailability.

6. Give general instructions and distribute the test and necessary supplies. Ask if there are any questions.

7. Monitor students during the administration of the test to provide control for valid results.

DEVELOPING AND IMPROVING TRANSCRIPTION SKILLS

PERFORMANCE OBJECTIVES

1. The students will demonstrate good listening skills by transcribing dictated material accurately.

2. The students will demonstrate good language arts skills, including grammar, spelling, punctuation, sentence structure, and word usage, by producing accurate documents from dictated material.

3. The students will demonstrate good typewriting skills by rapidly and accurately typing dictated material.

4. The students will demonstrate good editing skills by producing accurate documents from dictated material.

5. The students will demonstrate good logical thinking skills by producing accurate documents in which the entire message flows together and makes sense.

6. The students will be able to discuss and demonstrate various methods for improving shorthand skills.

7. The students will be able to discuss and demonstrate various methods for improving machine dictation skills.

Suggested Evaluation Criteria

The following is a checklist that can be used when evaluating the student's competency in this area. The checklist is not intended as a method of grading, but merely as a means of determining whether or not the student has mastered the competencies presented in the list of performance objectives. Place a check mark in the column at the right of each competency if it is satisfactorily completed.

1. 50-point objective test (approximate time: 45 minutes)
   Completed with at least 70 percent accuracy. _____

2. Performance test - four documents from selected tape recorded dictation. Approximate time: 60 minutes for shorthand; 45 minutes for machine transcription.

   A. Document #1

      (1) Content is accurately transcribed and is logically correct. _____
      (2) Student demonstrated good language arts skills, and the document is free from such errors. _____
      (3) The document is neatly typed in an acceptable style and is attractively placed on the page. _____
      (4) Rate the mailability of the document: M-, M, M+. _____

   B. Document #2

      (1) Content is accurately transcribed and is logically correct. _____
      (2) Student demonstrated good language arts skills and the document is free from such errors. _____
      (3) The document is neatly typed in an acceptable style and is attractively placed on the page. _____
      (4) Rate the mailability of the document: M-, M, M+. _____

   C. Document #3

      (1) Content is accurately transcribed and is logically correct. _____
      (2) Student demonstrated good language arts skills and the document is free from such errors. _____
      (3) The document is neatly typed in an acceptable style and is attractively placed on the page. _____
      (4) Rate the mailability of the document: M-, M, M+. _____

   D. Document #4

      (1) Content is accurately transcribed and is logically correct. _____
      (2) Student demonstrated good language arts skills and the document is free from such errors. _____
      (3) The document is neatly typed in an acceptable style and is attractively placed on the page. _____
      (4) Rate the mailability of the document: M-, M, M+. _____

(Note: The instructor may choose to assign more or fewer documents to transcribe. The mailable documents may be evaluated with the criteria listed above whether they are transcribed from shorthand notes or by machine transcription; however, the time to complete the test will differ.)

CRITERIA FOR MAILABLE DOCUMENTS

The criteria for evaluating mailability of performance test activities is adapted from the 1982-83 Secondary Competitive Events Guidelines, which includes three levels of mailability: M+, M, M-. Documents will be accepted in any approved style or format, or as specified in the directions. Credit can be given for partially completed problems.

I. M+ Mailable, perfect

- A. All instructions were correctly followed.
- B. Contains no uncorrected errors, misspellings, typographical errors, incorrect punctuation, incorrect capitalization, incorrect syllabication.
- C. Contains no omissions in the body or opening and closing lines.
- D. Neatly completed with good placement of document on the page.

II. M Mailable

- A. All instructions were correctly followed.
- B. Contains no uncorrected errors, misspellings, typographical errors, incorrect punctuation, incorrect capitalization, incorrect syllabication.
- C. Neatly made but excessive corrections.
- D. Less than ideal placement or spacing of the document on the page.
- E. Omission of enclosure notation or reference initials.
- F. Acceptable but undesireable division of words.
- G. Acceptable but not most desireable use of capitalization or punctuation.
- H. Omission or addition of word or words that do not change the meaning of a sentence.

III. M- Not Mailable

- A. Instructions were not followed.
- B. Uncorrected typographical errors.
- C. Uncorrected, obvious strikeovers.
- D. Misspelled words.
- E. Essential punctuation or capitalization violation.
- F. Basic grammar violations.
- G. Omission or addition of word or words that change the meaning of a sentence.
- H. Total incorrect placement or spacing of the document on the page.
- I. Omission of a part of the document, i.e., date, inside address.
- J. Distracting corrections, i.e., obvious use of liquid paper or correction tape, smudges, hole in paper, poor alignment, and incomplete erasures.

OBJECTIVE TEST FOR:
Developing & Improving Transcription Skills

NAME_____
DATE_____

Circle T for TRUE and F for FALSE for the following statements:

T F 1. Listening is a vital component of transcription.

T F 2. Asking questions to clarify dictated material will make you appear incompetent.

T F 3. Careful concentration when the speaker gives instruction will eliminate the need to take notes.

T F 4. Good listening and concentration are skills that can be improved and developed.

T F 5. A good working knowledge of language arts skills makes you more valuable as an employee.

T F 6. Personnel in management positions must take the responsibility for checking all transcribed documents for accuracy.

T F 7. Using appropriate reference materials should eliminate spelling, punctuation, and typographical errors.

T F 8. The efficiency and reliability of your company will be judged by the correctness of the correspondence received from your office.

T F 9. Read or listen to the entire message before you begin to transcribe.

T F 10. Tabulated material should be counted letter by letter in order to space it on the page.

T F 11. The back-space-from-center is a good method to center material horizontally but is not accurate for vertically centered material.

T F 12. Proofreading the finished copy while it is still in the typewriter saves time.

T F 13. Editing is a vital skill that ensures accurate and reliable documents.

T F 14. Editing is the responsibility of the dictator.

T F 15. Skill in using a variety of correction techniques often saves time and retyping.

T F 16. Using cut and paste as a correction technique is never acceptable.

T F 17. Resources, such as a dictionary, word-division manual, and secretarial reference manual, are necessary tools used when editing correspondence.

T F 18. It is the sole responsibility of the person dictating material to check the final document for content and logic errors.

T F 19. Data, such as names, addresses, and dates, should be verified before transcribing.

T F 20. Employers look for secretaries who can record shorthand notes rapidly and produce accurate typewritten documents from their shorthand notes.

T F 21. An efficient stenographer transcribes notes in the order dictated.

T F 22. Before beginning to transcribe, be sure to assemble necessary supplies, such as stationery, reference books, correction materials, and a cup of coffee or soft drink.

T F 23. In the long run, it is faster to type a rough draft from your shorthand notes, then retype the mailable copy.

T F 24. Office employees who can efficiently operate transcription equipment are in demand.

T F 25. Endless loop media must be removed from the dictation device and placed in a transcription machine.

Circle the answer(s) that best fit the statements.

26. To improve your listening skills, you should:

A. be attentive during dictating sessions
B. listen carefully to what is being said
C. concentrate on individual words
D. concentrate on the meaning of the entire message
E. all of the above

27. Language arts skills do not include:

A. grammar B. spelling C. sentence structure
D. typing E. punctuation F. word usage

28. Taking a writing course, listening carefully to dictated materials, and using reference materials are ways to

A. impress your supervisor
B. improve your language arts skills
C. improve your typing skills
D. get a raise
E. all of the above

29. Reading or listening to the entire message before starting to transcribe

A. takes too much time and should be avoided
B. increases the transcription rate of the secretary
C. improves production of a message with accurate content
D. all of the above

30. Punctuation for shorthand transcription should be

A. added as you type the message
B. inserted into your notes as you read the message prior to transcription
C. penciled in on the rough draft
D. supplied by the dictator
E. all of the above

31. For determining placement of tabulated material, skilled secretaries

A. rely on their good judgment
B. count precisely each letter and space
C. use back-space-from-center method
D. none of the above

32. The stenographer should leave several blank lines between each document when taking dictation

A. to allow room to insert special notes or revisions
B. to easily find a particular piece of dictation
C. to draw pictures while waiting for dictation to resume

33. Canceling your shorthand notes

A. is done by stamping them with the time and date transcribed
B. is not necessary
C. is done by drawing a line through each document as transcription is completed

34. Discrete media is usually available in three types of systems:

A. desk-top units
B. endless loop
C. centralized recording
D. portable units
E. playback units
F. tank components

35. The transcription unit usually consists of the following three components:

A. playback unit
B. microphone
C. typewriter
D. foot pedal
E. headset
F. tape recorder

36. Endless loop media records on

A. floppy disk
B. belt
C. magnetic tape
D. cartridge

37. As you preview machine dictation, you should

A. listen from beginning to end before transcribing
B. mentally add necessary punctuation
C. check spelling of unfamiliar words
D. all of the above

38. The term "transcribing rhythm" means

A. listen, stop the tape, type
B. typing to music
C. listening and typing at the same time

List four ways that might be used to improve your language arts skills.

39. _____

40. _____

41. _____

42. _____

List three criteria used in judging the logical thought of dictated material.

43. _____

44. _____

45. _____

List four items to check when editing your shorthand notes before you transcribe.

46. _____

47. _____

48. _____

49. _____

50. Write your name and address in the style preferred by the Postal Department.

_____

_____

_____

DEVELOPING AND IMPROVING TRANSCRIPTION SKILLS

Performance Objective 1 The students will demonstrate good listening skills by transcribing material accurately.

Circle T for TRUE and F for FALSE for the following statements:

T F 1. Listening is a vital component of transcription.

T F 2. Careful listening helps a secretary to transcribe dictated material as it has been dictated.

T F 3. Improving listening skills requires concentration and undivided attention.

T F 4. Asking questions to clarify dictated material will make you appear incompetent.

T F 5. Careful concentration when the speaker gives instructions will eliminate the need to take notes.

T F 6. Good listening and concentration are skills that can be improved and developed.

Fill in the blanks with appropriate words or phrases.

7. Your ability to follow oral directions accurately is increased when you _____ and _____.

8. _____ is the first of five skills that improve transcription skills.

Circle the answer(s) that best fit the statements.

9. To improve your listening, you should:

   A. be attentive during dictating sessions
   B. listen carefully to what is being said
   C. concentrate on individual words
   D. concentrate on the meaning of the entire message
   E. all of the above

10. If, after listening carefully, there is something you still do not understand, you should:

   A. try to figure it out later
   B. ask another secretary
   C. ask the dictator for clarification
   D. all of the above

11. When someone gives you instructions, you should:

A. listen carefully and try to remember what is said
B. take notes to yourself as you listen
C. ask another secretary how it was done in the past
D. ask the person to repeat the instructions

12. Briefly explain why good listening skills are important to the dictation/ transcription process.

_____

_____

_____

DEVELOPING AND IMPROVING TRANSCRIPTION SKILLS

Performance Objective 2 The students will demonstrate good language arts skills, including grammar, spelling, punctuation, sentence structure, and word usage, by producing accurate documents from dictated material.

Circle T for TRUE and F for FALSE for the following statements:

T F 1. It is the secretary's responsibility to make certain that documents produced from dictated materials are grammatically correct.

T F 2. Language arts skills help you make sure that what you transcribe is done so correctly and that the meaning conveyed is exact.

T F 3. A good working knowledge of language arts skills makes you more valuable as an employee.

T F 4. Personnel in management positions must take the responsibility to check all transcribed documents for accuracy.

T F 5. Required punctuation can usually be determined by listening carefully for pauses in the dictation.

T F 6. Using appropriate reference materials should eliminate spelling, punctuation, and typographical errors.

T F 7. The efficiency and reliability of your company will be judged by the correctness of the correspondence received from your office.

Circle the answer(s) that best fit the statements.

8. Language arts skills do not include:

A. grammar	B. spelling	C. sentence structure
D. typing	E. punctuation	F. word usage

9. Taking a writing course, listening carefully to dictated materials, and using reference materials are ways to

   A. impress your supervisor
   B. improve your language arts skills
   C. improve your typing skills
   D. get a raise
   E. all of the above

10. Correspondence with spelling, punctuation, or typographical errors

   A. should never leave your desk
   B. should be retyped
   C. will cause the reader to doubt your efficiency and reliability
   D. will diminish the reputation of your company
   E. all of the above

List four ways that might be used to improve your language arts skills.

11. _____

12. _____

13. _____

14. _____

List four sources of reference materials that will increase accuracy of transcribed materials.

15. _____

16. _____

17. _____

18. _____

Performance Objective 3 The students will demonstrate good typewriting skills by rapidly and accurately typing dictated material.

Circle T for TRUE and F for FALSE for the following statements.

T F 1. Good typing skills enable you to transcribe rapidly and accurately from a variety of media: handwriting, rough drafts, shorthand notes, or machine dictation.

T F 2. Read or listen to the entire message before you begin to transcribe.

T F 3. Typing the dictated material word for word will ensure accuracy of content.

T F 4. Almost everything you transcribe can be typed on an average line length of 5½ or 6 inches.

T F 5. Tabulated material should be counted letter by letter in order to space it on the page.

T F 6. The back-space-from-center is a good method to center material horizontally but is not accurate for vertically centered material.

T F 7. Proofreading the finished copy while it is still in the typewriter saves time.

Circle the answer(s) that best fit the statements.

8. A skilled secretary can transcribe rapidly and accurately from

A. handwriting B. rough draft C. shorthand notes
D. machine dictation E. all of the above

9. Reading or listening to the entire message before starting to transcribe

A. takes too much time and should be avoided
B. increases the transcription rate of the secretary
C. improves producing a message with accurate content
D. all of the above

10. Punctuation for shorthand transcription should be

A. added as you type the message
B. inserted into your shorthand notes as you read the message prior to transcription
C. penciled in on the rough draft
D. supplied by the dictator
E. all of the above

11. Most correspondence can be typed using an average line length and adjusting the vertical spacing by

    A. leaving more or fewer lines at the top
    B. leaving more or fewer lines at the bottom
    C. by adding or deleting several lines from the text
    D. by adding or deleting lines between the date and inside address
    E. all of the above

12. The back-space-from-center method can be used for

    A. horizontal centering
    B. vertical centering
    C. all of the above
    D. none of the above

13. For determining placement of tabulated material, skilled secretaries

    A. rely on their good judgment
    B. count precisely each letter and space
    C. use back-space-from-center method
    D. none of the above

14. Proofreading your finished copy before removing the paper from the typewriter

    A. saves time when making corrections
    B. makes correcting typographical errors easier
    C. allows corrections to be made without realigning the paper
    D. all of the above

List five techniques that will improve typing skill when transcribing dictated material.

15. _____

_____

16. _____

_____

17. _____

_____

18. _____

_____

19. _____

_____

_____

20. Briefly explain the back-space-from-center method for horizontal and vertical centering of tabulated material.

HORIZONTAL_____

VERTICAL_____

Performance Objective 4 The students will demonstrate good editing skills by producing accurate documents from dictated materials.

Circle T for TRUE and F for FALSE for the following statements.

T F 1. Editing is a vital skill that ensures accurate and reliable documents.

T F 2. Editing is the responsibility of the dictator.

T F 3. Skill in using a variety of correction techniques often saves time and retyping.

T F 4. Using cut and paste as a correction technique is never acceptable.

T F 5. Several correction tools are an eraser, correction tape, white-out, a pen, scissors and paste.

T F 6. Resources, such as a dictionary, word-division manual, and secretarial reference manual, are necessary tools used when editing correspondence.

Circle the answer(s) that best fit the statements.

7. Circle three resources used for editing business correspondence

A. newspaper B. dictionary C. word-division manual
D. encyclopedia E. secretary's reference F. personnel policy manual

8. The editing process involves

A. making minor changes
B. proofreading for errors
C. checking content
D. verifying data
E. all of the above

9. To hyphenate a word correctly at the end of a typewritten line, you would use a

A. dictionary
B. word-division manual
C. secretary's reference manual
D. all of the above

10. To clarify a subject/verb agreement, you would use a

A. dictionary
B. word-division manual
C. secretary's reference manual
D. all of the above

11. Briefly explain the editing process.

Using a variety of correction techniques, a skilled secretary can avoid retyping documents. List and briefly explain six of these techniques.

12.

13.

14.

15.

16.

17.

List three helpful resources to use when editing transcription and tell what each is used for.

18.

19.

20.

OBJECTIVE QUESTIONS

DEVELOPING AND IMPROVING TRANSCRIPTION SKILLS

Performance Objective 5 The students will demonstrate good logical thinking skills by producing accurate documents in which the entire message flows together and makes sense.

Circle T for TRUE and F for FALSE for the following statements.

T F 1. A good secretary is able to think logically when checking transcribed material for a clear, logical message.

T F 2. It is the sole responsibility of the person dictating material to check the final document for content and logic errors.

T F 3. The ability to think logically should be incorporated into all your transcription, whether it is from shorthand notes, machine transcription, or handwritten drafts.

T F 4. Data, such as names, addresses, and dates, should be verified before transcribing.

List three criteria used in judging the logical thought of dictated material.

5. _____

6. _____

7. _____

DEVELOPING AND IMPROVING TRANSCRIPTION SKILLS

Performance Objective 6 The students will be able to discuss and demonstrate various methods of improving shorthand skills.

Circle T for TRUE and F for FALSE for the following statements.

T F 1. Employers look for secretaries who can record shorthand notes rapidly and produce accurate typewritten documents from their shorthand notes.

T F 2. Once a secretary attains a proficient shorthand speed, further practice is unnecessary.

T F 3. Producing mailable documents is even more important than taking dictation at a high rate of speed.

T F 4. An efficient stenographer transcribes notes in the order dictated.

T F 5. Before beginning to transcribe, be sure to assemble necessary supplies, such as stationery, reference books, correction materials, and a cup of coffee or soft drink.

T F 6. Editing shorthand notes should be done as you transcribe.

T F 7. To help reduce or eliminate retyping, edit your shorthand notes before beginning to transcribe.

T F 8. Transcribing word by word will produce accurate, mailable documents.

T F 9. In the long run, it is faster to type a rough draft from your shorthand notes, then retype the mailable copy.

T F 10. If something seems incomplete or confusing, type it anyway and let the dictator make the correction.

T F 11. Careful proofreading of transcription before removing it from the typewriter improves efficiency and productivity.

T F 12. After all transcription is completed, type envelopes for the correspondence.

T F 13. "Cancel your shorthand notes" means to stamp them with the date and time they were transcribed.

Circle the answer(s) that best fit the statements.

14. If the executive is interrupted while dictating, the secretary should

A. review the shorthand notes
B. insert punctuation
C. mark paragraphs
D. all of the above

15. The stenographer should number each item of dictation

A. to be able to transcribe the documents in the order given
B. to identify quickly the beginning of each document
C. to keep a record of how many documents were dictated during each session

16. The stenographer should leave several blank lines between each document when taking dictation

A. to allow room to insert special notes or revisions
B. to easily find a particular piece of dictation
C. to draw pictures while waiting for dictation to resume

17. Canceling your shorthand notes

A. is done by stamping them with the time and date transcribed
B. is not necessary
C. is done by drawing a line through each document as transcription is completed

18. As you transcribe, you should

A. correct typographical errors
B. check spelling
C. verify dates
D. all of the above

List four items that should be assembled before beginning to transcribe your shorthand notes.

19. _____

20. _____

21. _____

22. _____

List four items to check when editing your shorthand notes before you transcribe.

23. _____

24. _____

25. _____

26. _____

List three suggestions for improving shorthand skills.

27. _____

28. _____

29. _____

List nine steps to produce mailable documents from shorthand notes.

30. _____

_____

31. _____

_____

32. _____

_____

33. _____

_____

34. _____

_____

35. _____

_____

36. _____

_____

37. _____

_____

38. _____

_____

OBJECTIVE QUESTIONS

DEVELOPING AND IMPROVING TRANSCRIPTION SKILLS

Performance Objective 7 The students will be able to discuss and demonstrate various methods of improving machine dictation skills.

Circle T for TRUE and F for FALSE for the following statements.

T F 1. Office employees who can efficiently operate transcription equipment are in demand.

T F 2. Machine transcription has replaced shorthand as the method of dictating in most offices.

T F 3. Basically there are two types of transcription equipment: discrete media and endless loop media.

T F 4. Endless loop media must be removed from the dictation device and placed in a transcription machine.

T F 5. Discrete media equipment requires a separate transcription unit that is compatible with the dictating device and recording medium.

T F 6. Most employers expect a mailable copy to be produced directly from the machine dictation.

T F 7. Recheck the accuracy of your transcription by listening to the dictation again as you read your typed copy.

Circle the answer(s) that best fit the statements.

8. Discrete media is usually available in three types of systems:

A. desk-top units B. endless loop C. centralized recording
D. portable units E. playback units F. tank components

9. Portable dictation units are

A. convenient to use while traveling
B. battery operated
C. small enough to fit in a pocket or handbag
D. all of the above

10. Desk-top dictation units

A. are light weight
B. need an electrical outlet
C. may be used only for dictation
D. all of the above

11. Centralized recording systems

A. are the oldest type of discrete media
B. are connected to a transcribing device by telephone lines
C. are more costly than other types of discrete media systems
D. all of the above

12. The transcription unit usually consists of the following three components:

A. playback unit B. microphone C. typewriter
D. foot pedal E. headset F. tape recorder

13. Endless loop media records on

A. floppy disk
B. belt
C. magnetic tape
D. cartridge

14. The advantage(s) of endless loop media is that

A. it is less expensive than discrete media devices
B. it may be used simultaneously for dictation and transcription
C. the magnetic tape is enclosed in the tank component
D. all of the above

15. As you preview machine dictation, you should

A. listen from beginning to end before transcribing
B. mentally add necessary punctuation
C. check spelling of unfamiliar words
D. all of the above

16. The term "transcribing rhythm" means

A. listen, stop the tape, type
B. typing to music
C. listening and typing at the same time

17. An employer expects a skilled secretary to

A. type a mailable copy directly from dictation
B. make minor corrections in punctuation, spelling, etc.
C. verify data before transcribing
D. all of the above

18. Listening to the dictation again while you read your typed copy helps you double check

A. typographical errors
B. completeness of the transcription
C. spelling of unfamiliar words
D. all of the above

List two reasons why some executives prefer using dictation equipment.

19. _____

20. _____

Briefly describe discrete media and endless loop media.

21. DISCRETE MEDIA _____

22. ENDLESS LOOP MEDIA _____

Briefly describe the following discrete media devices:

23. PORTABLE UNITS _____

24. DESK-TOP UNITS _____

25. CENTRAL RECORDING SYSTEMS _____

List and briefly explain the three components of most transcription units.

26. _____

27. _____

28. _____

When using a discrete media system, list five steps for dictating and transcribing a document.

29. _____

_____

30. _____

_____

32. _____

_____

33. _____

_____

34. _____

_____

List the four steps to follow when presenting letters for signature if each letter has a carbon copy and enclosures.

35. _____

_____

36. _____

_____

37. _____

_____

38. _____

_____

Write your name and address in the style preferred by the Postal Department.

39. _____

_____

_____

List eight suggestions for improving machine transcription skill and efficiency.

40. _____

41. _____

42. _____

43. _____

44. _____

45. _____

46. _____

47. _____

DEVELOPING AND IMPROVING TRANSCRIPTION SKILLS

PERFORMANCE TEST

SHORTHAND

Contents for twelve (12) letters have been recorded on a cassette tape, three each for 60, 80, 100, and 120 words per minute. Your instructor will select dictation comparable to your shorthand skill and ask you to transcribe a selected number of letters to produce accurate documents. You may listen to the recorded dictation only once. Or, your instructor may give the dictation "live." Remember to use good listening, language arts, typewriting, editing, and logical thinking skills to produce accurate documents from the dictated material. Your instructor will tell you which of the following two formats to use.

1. Transcribe the recorded dictation for accuracy of content. Type the letters in manuscript format: double space, indented paragraphs, and 75-space line length.

2. Transcribe the recorded dictation to produce mailable letters. The tape contains the body for twelve letters. Your instructor will indicate which documents you are to transcribe and will provide the inside address for the various letters. Type the letters in any acceptable style on the letterhead stationery that is provided. Use the current date and your instructor's name for the signature line. Address the envelopes according to the Postal Department's suggested format. Documents will be judged by the mailability criteria given to you by your instructor.

After you have assembled the necessary equipment and supplies, your instructor will record the time you start and the ending time. Work as quickly and accurately as possible.

TIME STARTED_____ TIME ENDED_____ TOTAL TIME USED_____

MACHINE TRANSCRIPTION

Contents for twelve (12) letters have been recorded on a cassette tape. Items one through twelve become progressively more difficult. Your instructor will select documents comparable to your transcription skill and ask you to transcribe a selected number of letters. Remember to use good listening, language arts, typewriting, editing and logical thinking skills to produce accurate documents from the dictated material.

Type the letters in any acceptable style on the letterhead stationery that is provided. Use the current date and your instructor's name for the signature line. You may review the recorded dictation as often as necessary while transcribing, but remember the overall time is being recorded. Address the envelopes according to the Postal Department's suggested format.

After you have assembled the necessary equipment and supplies, your instructor will record the time you start and the ending time. Work as quickly and accurately as possible. Documents will be judged by the mailability criteria given to you by your instructor.

TIME STARTED_____ TIME ENDED_____ TOTAL TIME USED_____

PERFORMANCE TEST

The text for the recorded dictation is enclosed with the necessary shorthand notations for dictating at 60, 80, 100, 120 words per minute. The instructor may choose to dictate the material instead of using the recorded dictation. The tape indicates the number of each letter and allows sufficient lead time before the dictation starts.

Sample transcripts of the dictated material are provided. Letter style may vary.

Following is a list of inside addresses needed for the shorthand transcription if the instructor asks the student to produce mailable letters.

60 w.p.m.

1. Alpha Airlines
   1700 Elmhurst Street
   Dallas, TX 75202

2. Keen Kars
   1484 First Street
   Houston, TX 77077

3. Mr. James Foster
   1100 Broadway
   Farmers Branch, TX 75234

80 w.p.m.

4. Ms. Sylvia Hernandez
   P.O. Box 408
   Corsicana, TX 75110

5. Administrative Management Society
   3196 MacArthur
   Irving, TX 75062

6. Mr. Samual Jones
   Rapid Wrap, Inc.
   8000 West 14th Street
   Hartford, CT 10962

100 w.p.m.

7. Ms. Ida Hope
   P.O. Box 3511
   Amarillo, TX 79111

8. Mr. Joseph Chang
   493 Western Drive
   Fort Worth, TX 76119

9. Dr. Lorene Lawson
   3841 Nugget Road
   Carson City, NV 87902

120 w.p.m.

10. Mr. Fred Sharp
    136 Cherry Valley Lane
    San Antonio, TX 78232

11. Miss Susan Baker
    P.O. Box 32
    Greenville, TX 75401

12. Mr. Alfredo Martinez
    Rio Grande College
    2050 Campus Drive
    El Paso, TX 79998

1111 East San Jacinto Boulevard Austin, Texas 78702

ANSWER KEYS

50-point Objective Test

1.	T	14.	F	26.	E
2.	F	15.	T	27.	D
3.	F	16.	F	28.	B
4.		17.	T	29.	C
5.	T	18.	F	30.	B
6.	F	19.	T	31.	A
7.	F	20.	T	32.	A
8.	T	21.	F	33.	C
9.	T	22.	F	34.	A, C, D
10.	F	23.	F	35.	A, D, E
11.	F	24.	T	36.	C
12.	T	25.	F	37.	D
13.	T			38.	A

39. Take a writing course
40. Listen carefully to dictated material
41. Use reference materials
42. Have another person proofread your transcript

43. Is the information needed?
44. Has anything been left out?
45. Is the message clear and logical?

46. Insert punctuation
47. Mark paragraphs
48. Check spelling of unfamiliar words
49. Verify data

50. Students' answers will vary.

WILLIAM BROWN
1603 BONHAM
COMMERCE TX 75428

Performance Objective 1

1.	T	7.	concentrate, take notes
2.	T	8.	good listening
3.	T		
4.	F	9.	E
5.	F	10.	C
6.	T	11.	B

12. Carefully listening to dictated material will enable the secretary to transcribe more accurately, thereby producing better documents more efficiently.

Performance Objective 2

1. T
2. T
3. T
4. F
5. T
6. F
7. T
8. D
9. B
10. E

11. Take a writing course.
12. Listen carefully to dictated material.
13. Use reference materials.
14. Have another person proofread your transcript.

15. Dictionary
16. Word-division manual
17. Thesaurus
18. Secretarial reference manual

Performance Objective 3

1. T
2. T
3. F
4. T
5. F
6. F
7. T
8. E
9. C
10. B
11. D
12. C
13. A
14. D

15-19. The order of the five techniques may vary.

Read or listen to the entire message before beginning to transcribe.

Insert the required punctuation as you read your shorthand notes.

Set margins for an average line length and learn to adjust the letter vertically by leaving more or fewer lines between the date and inside address.

Learn to use good judgment for placing tabulated materials or use the back-space-from-center method.

Proofread and correct the finished copy before the paper is removed from the typewriter.

20. HORIZONTAL - Starting at the horizontal center, back space once for each two letters in the longest item of each column and for each two spaces between columns, setting tabs and margins at appropriate places.

    VERTICAL - Space down to the middle line of the page, then roll the cylinder back one line for every two lines of typewritten material.

Performance Objective 4

1. T
2. F
3. T
4. F
5. F
6. T
7. B, C, E
8. E
9. B
10. C

12. Read carefully that which is written, checking it for smooth flowing content, proofreading for any errors, and making necessary changes to be sure the final document is correct in all aspects.

Performance Objective 4 (Continued)

Answers 12 through 17 may be in any sequence.

12. squeeze/spread letters into existing space
13. self-correcting features on many typewriters
14. use correction tape
15. use liquid "cover-ups"
16. learn where and when to erase and how to do it effectively
17. use cut and paste in special instances

18. Dictionary used to verify spelling.
19. Word-division manual used to hyphenate words at the end of typewritten lines.
20. Secretarial reference manual helps ensure correct sentence structure, grammar, punctuation, and almost every aspect of your correspondence.

Performance Objective 5

1. T
2. F
3. T
4. T
5. Is the information needed?
6. Has anything been left out?
7. Is the message clear and logical?

Performance Objective 6

1. T
2. F
3. T
4. F
5. F
6. F
7. T
8. F
9. F
10. F
11. T
12. F
13. F
14. D
15. B
16. A
17. C
18. D
19. Stationery
20. Reference books
21. Correction materials
22. Shorthand notes
23. Insert punctuation
24. Mark paragraphs
25. Check spelling of unfamiliar words.
26. Verify data.

27. Practice taking dictation at a rate faster than usual.
28. If the executive is interrupted, take that time to read your notes and insert punctuation, mark paragraphs, etc.
29. Number each item of a dictation session.

30. Transcribe your notes as soon as possible.
31. Collect all necessary supplies (stationery, reference books, correction materials, etc.) before starting to transcribe.
32. Edit your notes before you transcribe, and insert punctuation, mark paragraphs, check spelling, and verify data.
33. Read and then transcribe one sentence at a time.
34. Correct errors as you transcribe.
35. Verify confusing items.

36. Carefully proofread your transcript before removing it from the typewriter.
37. Prepare the envelope at the same time you transcribe the letter.
38. Cancel your shorthand notes by drawing a line through them to ensure each document has been transcribed, and none has been done twice.

Performance Objective 7

1. T
2. F
3. T
4. F
5. T
6. T
7. T
8. A, C, D
9. D
10. B
11. C
12. A, C, E
13. C
14. B
15. D
16. A
17. D
18. B
19. Can dictate any time: nights, weekends, etc.
20. Can dictate any place: office, home, auto, while traveling, etc.

21. DISCRETE MEDIA Means that the cassette tape, belt, disk, or cartridge that contains the dictation must be removed from the dictation machine and played back on a transcription machine.

22. ENDLESS LOOP MEDIA - Records on magnetic tape which is enclosed in the tank component of the system. Each unit has the capacity for both recording and transcribing, thus dictation and transcription can take place simultaneously.

23. PORTABLE UNITS - Are battery operated and can be carried from place to place. They are usually small enough to fit in pocket or handbag. They are convenient to use while traveling, at home, or away from the office for any reason.

24. DESK-TOP UNITS - Are usually not considered portable. Depending on the variety, units can function for dictation, transcription, or both.

25. CENTRAL RECORDING SYSTEMS - are connected by wire or telephone lines to dictating devices which are located on each dictator's desk. Some systems are available 24 hours a day, but if used by many people, may necessitate extended waiting periods at peak times.

26. A listening device (headset or ear phones) to hear the message
27. A foot pedal to control the rate of the dictation
28. A playback unit into which the belt, tape, cartridge or disk is placed

29. The dictator places the recording medium into the recording device.
30. The message is dictated.
32. The recording medium is removed and placed into the transcribing unit where it is rewound.
33. The transcriptionist should listen to the entire message.
34. Finally, the transcriptionist listens to short portions of the message and types a mailable copy of the document.

35. Remove the carbon paper or make photocopies.
36. Gather the original, copies, and enclosures.
37. Insert them in the order listed above under the flap of the envelope with the address side of the envelope at the back.
38. Give the letter to the dictator for signature.

39. Students' answers will vary.

WILLIAM BROWN
1603 BONHAM
COMMERCE TX 75428

40. Use your time wisely.
41. Plan ahead by gathering necessary supplies.
42. Preview the dictation.
43. Develop a transcription rhythm.
44. Correct errors as you transcribe.
45. Verify confusing items.
46. Proofread carefully before removing documents from the typewriter.
47. Type the envelope immediately after transcribing the letter.

Take 1

3' at 60 wam (180 words)
(dictate each group in 20")

Gentlemen:

On Friday, March 21, I had to take an official business trip to
1 (20")
Seattle. I made a reser//vation on your flight #361 for Friday night.
2 (40")
Your printed timetable indicated that the equipment used on// this flight was the newest and latest DC7 equipment and that the flight was first class.
3 (60")
However, when I boarded// the plane, I noticed that the seats were narrow and that the plane was very crowded. I also heard some of the
4 (20")
other// passengers commenting on how narrow the seats were.
5 (40")
After we were airborne, the pilot announced that we were// flying by coach fare to Seattle. He then announced that we should fill out a
6 (60")
form that would entitle us to a// refund for the difference in cost between the two flights.
7 (20")
Quite frankly, I was annoyed that we were not told a//bout this change before we took off. Personally, if I had known about it, I would have changed my plans.
8 (40")
Because your// organization is known for its efficiency, I trust that
9 (60")
this treatment will not be repeated. Yours very// truly,

ANSWER KEYS

Current Date

Alpha Airlines
1700 Elmhurst Street
Dallas, TX 75202

Gentlemen:

On Friday, March 21, I had to take an official business trip to Seattle. I made a reservation on your flight #361 for Friday night. Your printed timetable indicated that the equipment used on this flight was the newest and latest DC7 equipment and that the flight was first class.

However, when I boarded the plane, I noticed that the seats were narrow and that the plane was very crowded. I also heard some of the other passengers commenting on how narrow the seats were.

After we were airborne, the pilot announced that we were flying by coach fare to Seattle. He then announced that we should fill out a form that would entitle us to a refund for the difference in cost between the two flights.

Quite frankly, I was annoyed that we were not told about this change before we took off. Personally, if I had known about it, I would have changed my plans.

Because your organization is known for its efficiency, I trust that this treatment will not be repeated.

Yours very truly,

Instructor's Name

Envelope Address:

ALPHA AIRLINES
1700 ELMHURST STREET
DALLAS TX 75202

47

Take 2

3' at 60 wam (180 words)
(dictate each group in 20")

Dear Mr. Keen:

Thank you for your letter of January 10. The plan you described
1 (20")
for purchasing a car sounds// like a wonderful idea, and it is very well
2 (40")
suited to the arrangements I have already made for// my trip to Europe
this year. I had decided to sell my own car here in Seattle before I
3 (60")
leave for the// continent and then look for another car when I return to
4 (20")
Oregon in the late summer. However, I have// made no arrangements for
personal travel in Europe, and having my own car would greatly reduce my
5 (40")
travel// costs in Europe. In addition, it would make it possible for me
6 (60")
to be more flexible in planning my sight//seeing trips and have a more
enjoyable visit.

7 (20")
Would you please send me the brochure: <u>See Europe by Auto</u>.//

Since I think that I should proceed without any further delay in
8 (40")
making arrangements for the purchase of a car, I// look forward to hearing
from you very soon. My departure date is now only three months away.
9 (60")
Sincerely yours,//

(Horizontally center the title of the brochure on a separate line.)

Current Date

Keen Kars
1484 First Street
Houston, TX 77007

Dear Mr. Keen:

Thank you for your letter of January 10. The plan you described for purchasing a car sounds like a wonderful idea, and it is very well suited to the arrangements I have already made for my trip to Europe this year. I have decided to sell my own car here in Seattle before I leave for the continent and then look for another car when I return to Oregon in the late summer. However, I have made no arrangements for personal travel in Europe, and having my own car would greatly reduce my travel costs in Europe. In addition, it would make it possible for me to be more flexible in planning my sight seeing trips and have a more enjoyable visit.

Would you please send me the brochure:

See Europe by Auto

Since I think that I should proceed without any further delay in making arrangements for the purchase of a car, I look forward to hearing from you very soon. My departure date is now only three months away.

Sincerely yours,

Instructor's Name

Envelope Address:

KEEN KARS
1484 FIRST STREET
HOUSTON TX 77007

Take 3

3' at 60 wam (180 words)
(dictate each group in 20")

Dear Mr. Foster:

As of June 1 this year, I am combining the Brown Insurance Company
1 (20")
with the Smithson// Agency, which is located at 61 South Cherry Street.
2 (40")
My very able assistant, Miss Janice White, and I// will be associated
with the Smithson Agency. Your policies will continue to be written with
3 (60")
the// companies that you have dealt with in the past. I know you will
4 (20")
appreciate this since these companies have always// given very good claim
service.

If you need service on your present policies, or if you have other
5 (40")
insur//ance needs, I shall appreciate your calling us at our new offices,
6 (60")
254-1133. Any one of us here will be hap//py to serve you.

It has been a great pleasure and a source of much gratification to have
7 (20")
had you as one of// my loyal friends and clients. I shall appreciate your
8 (40")
continued loyalty. We at the Smithson Agency// shall make every attempt to
serve you as well in the future as we have served you in the past. Very
9 (60")
truly yours.//

ANSWER KEYS

Current Date

Mr. James Foster
1100 Broadway
Farmers Branch, TX 75234

Dear Mr. Foster:

As of June 1 this year, I am combining the Brown Insurance Company with the Smithson Agency, which is located at 61 South Cherry Street.

My very able assistant, Miss Janice White, and I will be associated with the Smithson Agency. Your policies will continue to be written with the companies that you have dealt with in the past. I know you will appreciate this since these companies have always given very good claim service.

If you need service on your present policies, or if you have other insurance needs, I shall appreciate your calling us at our new offices, 254-1133. Any one of us here will be happy to serve you.

It has been a great pleasure and a source of much gratification to have had you as one of my loyal friends and clients. I shall appreciate your continued loyalty. We at the Smithson Agency shall make every attempt to serve you as well in the future as we have served you in the past.

Very truly yours,

Instructor's Name

Envelope Address:

MR JAMES FOSTER
1100 BROADWAY
FARMERS BRANCH TX 75234

Take 4

3' at 80 wam (240 words)
(dictate each group in 15")

Dear Ms. Hernandez

The new building code, which was adopted by the city council last week,
1 (15")
will go into effect// next month. I am certain that the city authorities
2 (30")
will be firm in requiring builders to adhere to the// new rules; therefore,
we must begin to adapt our own construction methods to the new code.
3 (45")
Most of the changes we// have to make center on our procedures in
4 (60")
electrical wiring. Will you please study the new code carefully// to
determine how many modifications in our regular wiring procedures we have
5 (15")
to adopt. Make// a list of these changes for me, and I shall have it
duplicated for all our electricians.
6 (30")
There won't be too// much difficulty in getting our own electricians to
7 (45")
accept new procedures; they are quite adept in ad//justing to change.
However, it may be necessary to bring pressure to bear on some of the
8 (60")
electricians// of our subcontractors. I could not attend the council meeting
9 (15")
on the night they accepted this new code. How//ever, if I had been there, I
certainly would have spoken for it. It must be conceded by all that there
10 (30")
is suf//ficient need for these new requirements, and they will not be
11 (45")
difficult for us to follow. So let's start studying// at once to see
what installation changes we must make and how to make them most efficiently.
12 (60")
Cordially yours,//

ANSWER KEYS

Edwards Publishing Company

Current Date

Ms. Sylvia Hernandez
P.O. Box 408
Corsicana, TX 75110

Dear Ms. Hernandez:

The new building code, which was adopted by the city council last week, will go into effect next month. I am certain that the city authorities will be firm in requiring builders to adhere to the new rules; therefore, we must begin to adapt our own construction methods to the new code.

Most of the changes we have to make center on our procedures in electrical wiring. Will you please study the new code carefully to determine how many modifications in our regular wiring procedures we have to adopt. Make a list of these changes for me, and I shall have it duplicated for all our electricians.

There won't be too much difficulty in getting our own electricians to accept new procedures; they are quite adept in adjusting to change. However, it may be necessary to bring pressure to bear on some of the electricians of our subcontractors. I could not attend the council meeting on the night they accepted this new code. However, if I had been there, I certainly would have spoken for it. It must be conceded by all that there is sufficient need for these new requirements, and they will not be difficult for us to follow. So let's start studying at once to see what installation changes we must make and how to make them most efficiently.

Cordially yours,

Instructor's Name

Envelope Address:

MS SYLVIA HERNANDEZ
P O BOX 408
CORSICANA TX 75110

Take 5

3' at 80 wam (240 words)
(dictate each group in 15")

Gentlemen:

Your letter describing the letter form recommended by the Administrative Management So//ciety (1 15") was of special interest to me since we use this form daily in our business here in El Paso.// (2 30")

As you can se this particular letter is written in the simplified form, and we find it neater and more// efficient (3 45") than the old block styla. Also, when we are addressing a woman and not knowing whether she is married// (4 60") or single, we use "Ms" which can be the abbreviation for either "Miss" or "Mrs."

You inquired about the// kind (5 15") of typewriters we use. That would depend on the operation. In our billing department we use elec//tric (6 30") typewriters. For correspondence, purchase orders, or straight typing, we use word processing equipment.// (7 45")

There is another point that I would like to suggest that you emphasize in your class with regard to office work;//namely, (8 60") that all students who are being prepared for office jobs should be taught how to punctuate properly and// spell (9 15") correctly. They should not type a word unless they are sure about the spelling. During the past five years, we have// found (10 30") that many of the newcomers cannot spell or punctuate properly. Because they haven't mastered these skills,// (11 45") they often have to rewrite letters, which is costly and time-consuming.

Please feel free to call upon me again.// (12 60")

Edwards Publishing Company

Current Date

Administrative Management Society
3196 MacArthur
Irving, TX 75062

Gentlemen:

Your letter describing the letter form recommended by the Administrative Management Society was of special interest to me since we use this form daily in our business here in El Paso.

As you can see, this particular letter is written in the simplified form, as we find it neater and more efficient than the old block style. Also, when we are addressing a woman and not knowing whether she is married or single, we use "Ms" which can be the abbreviation for either "Miss" or "Mrs."

You inquired about the kind of typewrtiers we use. That would depend on the operation. In our billing department we use electric typewriters. For correspondence, purchase orders, or straight typing, we use word processing equipment.

There is another point that I would like to suggest that you emphasize in your class with regard to office work; namely, that all students who are being prepared for office jobs should be taught how to punctuate properly and spell correctly. They should not type a word unless they are sure about the spelling. Druing the past five years, we have found that many of the newcomers cannot spell or punctuate properly. Because they haven't mastered these skills, they often have to rewrite letters, which is costly and time-consuming.

Please feel free to call upon me again.

Instructor's Name

Envelope Address:

ADMINISTRATIVE MANAGEMENT SOCIETY
3196 MACARTHUR
IRVING TX 75062

Take 6

3' at 80 wam (240 words)
(dictate each group in 15")

Dear Mr. Jones:

Our representative has just returned from Hartford. He has told me
1 (15")
that during his visit, he had// the opportunity to talk with you and learn
2 (30")
about the new device you have for labeling boxes. From the// information
he has given us, we think that this is probably something we should have in
3 (45")
our packaging// department. As you know, we package large quantities of
4 (60")
material for shipment in boxes of various si//zes; and up to the present
time, from eight to twelve workers have been employed to hand stamp the
5 (15")
mailing informa//tion on the boxes. We have often thought that some piece
6 (30")
of equipment should be devised to do this job. This work is// tedious; and
if we could find some other means of doing this stamping, we could transfer
7 (45")
these workers to another// section of the factory.

We would, therefore, appreciate receiving information on the types of
8 (60")
equip//ment to which your device can be attached. We would like to know,
9 (15")
also, whether boxes of different sizes can// be processed with this same
equipment and approximately the number of people you think would be needed
10 (30")
to// operate the equipment efficiently. Would you please send us all
11 (45")
specifications and any other in//formation that you believe we should
12 (60")
have concerning the new machine you have developed. Very sincerely yours,//

ANSWER KEYS

Edwards Publishing Company

Current Date

Mr. Samual Jones
Rapid Wrap, Inc.
8000 West 14th Street
Hartford, CT 10962

Dear Mr. Jones:

Our representative has just returned from Hartford. He has told me that during his visit, he had the opportunity to talk with you and learn about the new device you have for labeling boxes. From the information he has given us, we think that this is probably something we should have in our packaging department. As you know, we package large quantities of material for shipment in boxes of various sizes; and up to the present time, from eight to twelve workers have been employed to hand stamp the mailing information on the boxes. We have often thought that some piece of equipment should be devised to do this job. This work is tedious; and if we could find some other means of doing this stamping, we could transfer these workers to another section of the factory.

We would, therefore, appreciate receiving information on the types of equipment to which your device can be attached. We would like to know also, whether boxes of different sizes can be processed with this same equipment and approximately the number of people you think would be needed to operate the equipment efficiently. Would you please send us all specifications and any other information that you believe we should have concerning the new machine you have developed.

Very sincerely yours,

Instructor's Name

Envelope Address:

MR SAMUAL JONES
RAPID WRAP INC
8000 WEST 14TH STREET
HARTFORD CT 10962

57

BEST COPY AVAILABLE

Take 7

3' at 100 (300 words)
(Dictate each group in 12")

Dear Ms. Hope:

Are you feeling well today? Almost everyone feels under par in late winter, 1 (12")
when physical// resistance is at its lowest point. There is a chance that you 2 (24")
along with hundreds of others may be striken by// sickness during the coming winter months.

3 (36")
You may be lucky; your illness may be only a cold. Such seemingly// simple ailments, however, can bring serious complications, and it is possible 4 (48")
that you may be one of// the many this winter who will enter the hospital with a serious illness.

5 (60")
What about your expenses?// Do you think your budget will cover costly 6 (12")
hospital and doctor bills? Drugs and medical care are expensive,// and without disability insurance to help pay these expenses, very few families can bear the 7 (24")
finan//cial burden of such an unexpected illness and the loss of income.

8 (36")
Consider the following expenses://

Semi-private room	$130 per day
Private room	145
Intensive care	250// 9 (48")

You are probably eligible for our economical sickness insurance plan. For just 10 (60")
$3// per month you can be protected against such costs. If illness should 11 (12")
strike your family, you would have an emergency income to help you meet// all your financial obligations. This policy also protects you against loss of 12 (24")
savings and mounting debts.// Surely $3 is not too much to pay for so much security.

13 (36")
It will take you only two minutes to// complete the enclosed application 14 (48")
form and drop it in the mail today. Is it worth going without this insur//ance when it will cost you only $3 a month for complete coverage?

15 (60")
Cordially yours,//

(Horizontally center the chart of room rates.)

Edwards Publishing Company

Current Date

Ms. Ida Hope
P.O. Box 3511
Amarillo, TX 79111

Dear Ms. Hope:

Are you feeling well today? Almost everyone feels under par in the late winter, when physical resistance is at its lowest point. There is a chance that you along with hundreds of others may be striken by sickness during the coming winter months.

You may be lucky; your illness may be only a cold. Such seemingly simple ailments, however, can bring serious complications, and it is possible that you may be one of the many this winter who will enter the hospital with a serious illness.

What about your expenses? Do you think your budget will cover costly hospital and doctor bills? Drugs and medical care are expensive, and without disability insurance to help pay these expenses, very few families can bear the financial burden of such an unexpected illness and the loss of income.

Consider the following expenses:

Semi-private room	$130 per day
Private room	145
Intensive care	250

You are probably eligible for our economical sickness insurance plan. For just $3 per month you can be protected against such costs. If illness should strike your family, you would have an emergency income to help you meet all your financial obligations. This policy also protects you against loss of savings and mounting debts. Surely $3 is not too much to pay for so much security.

It will take you only two minutes to complete the enclosed application form and drop it in the mail today. Is it worth going without this insurance when it will cost you only $3 a month for complete coverage?

Cordially yours,

Instructor's Name

Envelope Address:

MS IDA HOPE
P O BOX 3511
AMARILLO, TX 79111

Take 8

3' at 100 (300 words)
(dictate each group in 12")

Dear Mr. Chang:

The difficulty you have had with your Series 500 Personal Computer is
1 (12")
very dis//turbing to this entire organization. This is the first complaint
2 (24")
we have had about this product, and we feel// very bad that the one faulty piece of equipment we have made has happened to be placed with one of our
3 (36")
most val//ued customers.

A new Series 500 Personal Computer has been shipped to you today, and it
4 (48")
should arrive at// your office on Wednesday, July 5. Mr. Harvey Stone, our
5 (60")
service manager, will install this equipment for// you on Thursday, July 6.
6 (12")
He will also remove the defective computer so that it can be returned to// our quality-control unit for inspection and repair.
7 (24")
Our magnetically interchangeable tapes are// under constant quality check during manufacturing. They are tested to withstand much greater
8 (36")
stress than the// Series 500 Personal Computer can exert upon them under any
9 (48")
conditions. Consequently, I cannot// imagine how you happened to receive two
10 (60")
defective sets of tapes. Let me assure you that you won't have this com// plaint again.

Apparently, there was some misunderstanding that the Series 500 Personal
11 (12")
Computer would trans//late Dural-track tapes. This claim was not made in the
12 (24")
sales literature released to our sales department, and I am// concerned about how this impression could have been created. I will continue to check into this matter.
13 (36")
I// feel sure that you will find your new computer completely satisfac-
14 (48")
tory. However, if we can be of ad//ditional help to you, just let me know;
15 (60")
I'll have a service person at your place immediately. Sincerely yours,//

Edwards Publishing Company

Current Date

Mr. Joseph Chang
493 Western Drive
Fort Worth, TX 76119

Dear Mr. Chang:

The difficulty you have had with your Series 500 Personal Computer is very disturbing to this entire organization. This is the first complaint we have had about this product, and we feel very bad that the one faulty piece of equipment we have made has happened to be placed with one of our most valued customers.

A new Series 500 Personal Computer has been shipped to you today, and it should arrive at your office on Wednesday, July 5. Mr. Harvey Stone, our service manager, will install this equipment for you on Thursday, July 6. He will also remove the defective computer so that it can be returned to our quality-control unit for inspection and repair.

Our magnetically interchangeable tapes are under constant quality check during manufacturing. They are tested to withstand much greater stress than the Series 500 Personal Computer can exert upon them under any conditions. Consequently, I cannot imagine how you happened to receive two defective sets of tapes. Let me assure you that you won't have this complaint again.

Apparently, there was some misunderstanding that the Series 500 Personal Computer would translate Dural-track tapes. This claim was not made in the sales literature released to our sales department, and I am concerned about how this impression could have been created. I will continue to check into this matter.

I feel sure that you will find you new computer completely satisfactory. However, if we can be of additional help to you. just let me know; I'll have a service person at your place immediately.

Sincerely yours,

Instructor's Name

Envelope Address:

MR JOSEPH CHANG
493 WESTERN DRIVE
FORT WORTH TX 76119

61

Take 9

3' at 100 (300 words)
(dictate each group in 12")

Dear Dr. Lawson:

As manager of one of the largest department stores in Carson City, I
1 (12")
want to ex//press the thanks of our entire organization for the study of our
2 (24")
traffic problems that you recently un//dertook. You, the Girl Scouts who assisted you, and all the members of your staff who helped write the final
3 (36")
report have// more than fulfilled your obligations as citizens of this community.

4 (48")
All the business people in town owe you and// the others a debt of gratitude for taking the first step in solving our most pressing problem.
5 (60")
The decrease// in downtown business activity brought about by congested
6 (12")
traffic and lack of parking facilities has// to be recognized, no matter how reluctant we may be to do so. Your report gives us the facts. Solving
7 (24")
the traf//fic problem in Carson City is the first step we have to take in
8 (36")
order to win back some of the custo//mers we have lost to suburban shopping malls.

9 (48")
The appointment of a traffic committee by the Mayor also// was an encouraging action. I am sure the committee will immediately put into
10 (60")
effect many// of your recommendations. There will be some opposition, I
11 (12")
am sure, on some of the innovations because// people generally resist change.
12 (24")
The committee, however, has already indicated its willingness// to ignore such criticism and hold steadfastly to its purpose of improving traffic flow
13 (36")
and creating// more off-street parking by acquiring and developing strategic pieces of land and parking lots.

14 (48")
As a re//sult of your work, action to solve this problem in Carson City
15 (60")
seems certain. Thanks for a great job. Sincerely yours,//

ANSWER KEYS

Edwards Publishing Company

Current Date

Dr. Lorene Lawson
3841 Nugget Road
Carson City, NV 87902

Dear Dr. Lawson:

As manager of one of the largest department stores in Carson City, I want to express the thanks of our entire organization for the study of our traffic problems that you recently undertook. You, the Girl Scouts who assisted you, and all the members of your staff who helped write the final report have more than fulfilled your obligations as citizens of this community.

All the business people in town owe you and others a debt of gratitude for taking the first step in solving our most pressing problem. The decrease in downtown business activity brought about by congested traffic and lack of parking facilities has to be recognized, no matter how reluctant we may be to do so. Your report gives us the facts. Solving the traffic problem in Carson City is the first step we have to take in order to win back some of the customers we have lost to suburban shopping malls.

The appointment of a traffic committee by the Mayor also was an encouraging action. I am sure the committee will immediately put into effect many of your recommendations. There will be some opposition, I am sure, on some of the innovations because people generally resist change. The committee, however, has already indicated its willingness to ignore such criticism and hold steadfastly to its purpose of improving traffic flow and creating more off-street parking by acquiring and developing strategic pieces of land as parking lots.

As a result of your work, action to solve this problem in Carson City seems certain. Thanks for a great job.

Sincerely yours,

Instructor's Name

Envelope Address:

DR LORENE LAWSON
3841 NUGGET ROAD
CARSON CITY NV 87902

Take 10

3' at 120 (360 words)
(dictate each group in 10")

Dear Mr. Sharp:

Have you decided where you and your family will spend your vacation this summer? Why don't you// (1 10") begin by making plans to visit us at the Lookout Mountain Resort? This is an ideal place to spend a// (1 20") restful and pleasant summer vacation. You will enjoy the beautiful mountain scenery and the peaceful//(3 30")ness of the lake, with its balmy breezes. They all contribute to your pleasure at the Lookout Mountain Resort.

Your// (4 40") mornings and afternoons could be spent swimming, fishing, or simply relaxing on the front porch. If you like strenu//(5 50")ous activities, you have a choice of playing tennis, trail hiking, mountain climbing, bicycling, or horseback// (6 60") riding. Whatever your favorite type of recreation, it will be available to you at the Lookout// (7 10") Mountain Resort.

Are you wondering about food? We, too, are concerned about your appetite, for we know how// (8 20") hungry vacationeers get while enjoying their favorite activities. We have made certain, therefore, to// (9 30") hire one of the very finest cooks in the country. You will be amazed at how hungry you can become as soon// (10 40") as you taste the deliciously prepared breakfasts, luncheons, and dinners. Many guests have commented, "This food just melts// (11 50") in my mouth!"

Your evenings can be spent in the way you most desire. If you are tired, you can just sit and// (12 60") enjoy the serenity and the peacefulness of the surroundings. If you would rather spend the evening// (13 10") in fun and frolic, however, the following events are open to you: starlight dancing, square dancing, and group// (14 20") singing.

I guarantee that your whole family will feel that no vacation has ever been so delightful. (15 30") I// am enclosing a pamphlet that pictures many of the activities I have just described. It also illus//(16 40")trates other features of the Lookout Mountain Resort that are too numerous to mention.

But best of all, is the// (17 50") news about the cost of all this pleasure. The cost can be borne by the most modest budget. May I hear from you soon?// (18 60")

Sincerely,

64

ANSWER KEYS

Edwards Publishing Company

Current Date

Mr. Fred Sharp
136 Cherry Valley Lane
San Antonio, TX 78232

Dear Mr. Sharp:

Have you decided where you and your family will spend your vacation this summer? Why don't you begin by making plans to visit us at the Lookout Mountain Resort? This is an ideal place to spend a restful and pleasant summer vacation. You will enjoy the beautiful mountain scenery and the peacefulness of the lake, with its balmy breezes. They all contribute to your pleasure at the Lookout Mountain Resort.

Your mornings and afternoons could be spent swimming, fishing, or simply relaxing on the front porch. If you like strenuous activities, you have a choice of playing tennis, trail hiking, mountain climbing, bicycling, or horseback riding. Whatever your favorite type of recreation, it will be available to you at the Lookout Mountain Resort.

Are you wondering about food? We, too, are concerned about your appetite for we know how hungry vacationeers get while enjoying their favorite activities. We have made certain, therefore, to hire one of the very finest cooks in the country. You will be amazed at how hungry you can become as soon as you taste the deliciously prepared breakfasts, luncheons, and dinners. Many guests have commented, "This food just melts in my mouth!"

Your evenings can be spent in the way you most desire. If you are tired, you can just sit and enjoy the serenity and the peacefulness of the surroundings. If you would rather spend the evening in fun and frolic, however, the following events are open to you: starlight dancing, square dancing, and group singing.

I guarantee that your whole family will feel that no vacation has ever been so delightful. I am enclosing a pamphlet that pictures many of the activities I have just described. It also illustrates other features of the Lookout Mountain Resort that are too numerous to mention.

But best of all, is the news about the cost of all this pleasure. The cost can be borne by the most modest budget. May I hear from you soon?

Sincerely,

Instructor's Name

Envelope Address:

MR FRED SHARP
136 CHERRY VALLEY LANE
SAN ANTONIO TX 78232

Take 11

3' at 120 (360 words)
(dictate each group in 10")

Dear Miss Baker:

Thank you for your letter about the Playright tape recorder that your parents
1 (10")
bought for you as a// gift. I am sorry to learn that you have been having dif-
2 (20")
ficulty with the erasing mechanism of the// recorder.

You stated in your letter that every time you erase and use the tape over again
3 (30")
the record//ing is scratchy and noisy. That, of course, should not happen. A
4 (40")
reused tape should produce a recording that is just// as clear and distinct as the previous recording.

5 (50")
Since it is our policy to check every piece of equip//ment for defects before
6 (60")
it is delivered to the customer, it is difficult to understand why your// recorder is not erasing properly. Such a defect should have been detected before you
7 (10")
received your recorder.// Since your parents purchased the recorder during the
8 (20")
Christmas rush period, it is possible that someone// neglected checking your machine before delivery. Although our tapes are seldom defective, they have been
9 (30")
found to// be damaged and have been returned. This is a possibility in your case.

10 (40")
I am glad that you wrote to tell us// about the trouble you are having. We
11 (50")
are anxious to do everything possible to insure that our merchandise// gives satisfactory performance. We maintain a staff of three repair persons whose only job is
12 (60")
to give our// customers service whenever repairs are necessary on anything they have purchased from our store.

13 (10")
Mr. Stevens,// our repairman for your territory, will visit you on Friday
14 (20")
morning and check your recorder thoroughly.// If some defect is found, you will
15 (30")
not be charged for any repair parts nor for any labor costs because your// recorder carries a one-year guarantee.

16 (40")
We believe our repair people will be able to service your recorder// satisfactorily, but please don't hesitate to let us know if it gives you any further
17 (50")
trouble. The Playright// recorder is the best on the market today, and we want to
18 (60")
be sure of its satisfactory performance.// Sincerely yours,

Edwards Publishing Company

Current Date

Miss Susan Baker
P.O. Box 32
Greenville, TX 75401

Dear Miss Baker:

Thank you for your letter about the Playright tape recorder that your parents bought for you as a gift. I am sorry to learn that you have been having difficulty with the erasing mechanism of the recorder.

You stated in your letter that every time you erase and use the tape over again the recording is scratchy and noisy. That, or course, should not happen. A reused tape should produce a recording that is just as clear and distinct as the previous recording.

Since it is our policy to check every piece of equipment for defects before it is delivered to the customer, it is difficult to understand why your recorder is not erasing properly. Such a defect should have been detected before you received your recorder. Since your parents purchased the recorder during the Christmas rush period, it is possible that someone neglected checking your machine before delivery. Although our tapes are seldom defective, thay have been found to be damaged and have been returned. This is a possibility in your case.

I am glad that you wrote to tell us about the trouble you are having. We are anxious to do everything possible to insure that our merchandise gives satisfactory performance. We maintain a staff of three repair persons whose only job is to give our customers service whenever repairs are necessary on anything they have purchased from our store.

Mr. Stevens, our repairman for your territory, will visit you on Friday morning and check your recorder thoroughly. If some defect is found, you will not be charged for any repair parts nor for any labor costs because your recorder carries a one-year guarantee.

We believe our repair people will be able to service your recorder satisfactorily, but please don't hesitate to let us know if it gives you any further trouble. The Playright recorder is the best on the market today, and we want to be sure of its satisfactory performance.

Sincerely yours,

Instructor's Name

Envelope Address

MISS SUSAN BAKER
P O BOX 32
GREENVILLE TX 75401

Take 12

3' at 120 (360 words)
(dictate each group in 10")

Dear Professor Martinez:

Would you help me find one or two good students to help out in my office on
1 (10")
Saturdays// and after school during the week? Right now, I have two office people,
2 (20")
and they are doing an excellent job for// me. In addition to the routine duties
3 (30")
of making appointments, sending out monthly statements, tending to records,//
filing, and such, these people have also been performing such extra jobs as filling
4 (40")
in and recording lab reports.//

This fall, however, we have had a large increase in laboratory work, which
5 (50")
has added to the office work//load. The increase in the amount of work has
6 (60")
resulted from the campaign for cancer testing; thus, many more people// are
requesting tests. Each test requires that forms be filled out and sent to the lab.
7 (10")
When the test results are returned to// us, we in turn, send cards to the patient
8 (20")
informing him of the test results. If a person should have a// positive result,
we recommend further testing. Any succeeding examination, of course, requires
9 (30")
completion// of additional records and reports.

10 (40")
I would like to hire one or two of your students to type these many reports.//
I am willing to arrange the working hours to fit in with the school schedule. I
11 (50")
suggest that they might work two to// three afternoons during the week and on
12 (60")
Saturday mornings, making approximately eight to twelve hours each week.// I can
promise work on a part-time basis for two students throughout the entire school
year.

13 (10")
The only necessary// qualification for the job is the ability to type ac-
14 (20")
curately. Some knowledge of filing is helpful,// but it is not necessary. I
15 (30")
would appreciate your mentioning this opportunity to the students// in your typing
16 (40")
classes and asking those who are interested to call my office any time between 8//
a.m. and 5 p.m. to make an appointment for an interview.

17 (50")
I would be very grateful for any help// or suggestions you can give in obtain-
18 (60")
ing people to work on a part-time basis. Very sincerely yours,//

Edwards Publishing Company

Current Date

Mr. Alfredo Martinez
Rio Grande College
2050 Campus Drive
El Paso, TX 79998

Dear Professor Martinez:

Would you help me find one or two good students to help out in my office on Saturdays and after school during the week? Right now, I have two office people, and they are doing an excellent job for me. In addition to the routine duties of making appointments, sending out monthly statements, tending to records, filing, and such, these people have also been performing such extra jobs as filling in and recording lab reports.

This fall, however, we have had a large increase in laboratory work, which has added to the office work load. The increase in the amount of work has resulted from the campaign for cancer testing; thus, many more people are requesting tests. Each test requires that forms be filled out and sent to the lab. When the test results are returned to us, we in turn, send cards to the patient informing him of the results. If a person should have a positive result, we recommend further testing. Any succeeding examination, of course, requires completion of additional records and reports.

I would like to hire one or two of your students to type these many reports. I am willing to arrange the working hours to fit in with the school schedule. I suggest that they might work two to three afternoons during the week and on Saturday mornings, making approximately eight to twelve hours each week. I can promise work on a part-time basis for two students throughout the entire school year.

The only necessary qualification for the job is the ability to type accurately. Some knowledge of filing is helpful, but it is not necessary. I would appreciate your mentioning this opportunity to the students in your typing classes and asking those who are interested to call my office any time between 8 a.m. and 5 p.m. to make an appointment for an interview.

I would be very grateful for any help or suggestions you can give in obtaining people to work on a part-time basis.

Very sincerely yours,

Instructor's Name

Envelope Address:

MR ALFREDO MARTINEZ
RIO GRANDE COLLEGE
2050 CAMPUS DRIVE
EL PASO TX 79998

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